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IDENTIFIERS *Utah

ABSTRACT

A five-year study on the status of women in Utah is described. Appointed by the Governor, the committee was active during 1968-73 in exploring problems and promoting change in areas of education, employment, day care facilities, and equal rights. Statistics show that one out of three women 15 years and older is in the labor force; women are clustered in occupational groups including clerical, service, and sales; average median income of women is 55% of the median income for men in similar occupations; and the unemployment rate for female high-school dropouts is high. During the five years of the committee's activity, it sponsored conferences; addressed college, business, church, and community meetings; took surveys; published awareness materials; and advocated passage of the Equal Rights Amendment. Among its recommendations are support of qualified women on government policy-making boards; strengthening of the anti-discrimination division in employment; institution of a state minimum wage law comparable to the Federal Fair Labor Standards Act covering all employees; paid maternity leave for pregnant working women; increased sex and family life education in public schools; encouragement of higher achievement motivation in girls in academic and career pursuits; quality day care; study of family court counseling services; and availability of low-cost and fair housing for women who are heads of households. (LW)

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Governor's Committee on the Status of Women,
Salt Lake City, Utah.

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GOVERNOR'S COMMITTEE ON THE STATUS OF WOMEN

SUMMARY

The Governor's Committee on the Status of Women has made recommendations for study to the Legislative Council; it has supported or opposed selected pieces of legislation as well as supported or opposed actions of state agencies covering such diverse issues as an improved state court system, fair housing legislation, and updating and recodifying of labor laws. This was done with reason, fact, and, we hope, charm.

To conserve woman power and resources, the work has been handled through seminars and symposiums with Wasatch Front institutions of higher education; conferences on labor laws with such diverse groups as the Chamber of Commerce; and meetings with the Industrial Commission and the Division of Family Services.

The work has been in four major areas:

1. Day care facilities which should provide quality care in a healthful and educationally-stimulating environment for the benefit of children.
2. Education for girls and women which should provide improved home and family preparation, career guidance, and counseling in the public schools and the institutions of higher education. We find more opportunities could and should be open to women in the technical, vocational, and professional fields of study. This is particularly crucial because employed women are supporting families, parents, or husbands, and thus need the sophisticated skills which go with higher paid occupations. Otherwise, our studies indicate that mothers will continue to be one of the largest groups on the welfare rolls.
3. Employment for both men and women which encompasses valid labor laws, minimum wages and hour regulations, and satisfactory working conditions for all employees regardless of sex. Although women as a group appear to be most in need of such laws, over 70,000 men in Utah also need federal and state regulations for minimum wages and improved working conditions.
4. Equal Rights which should apply for everyone. We believed the passage of the Equal Rights Amendment in Utah would accelerate the on-going work of changing laws and practices which discriminate against both men and women solely on the basis of sex.

We prepared a brochure and other informative materials. The Committee worked closely with over forty groups and organizations whose disparate backgrounds and methods of operation are represented by Business and Professional Women, the League of Women Voters, the National Organization of Women, the Women's Caucus, the Utah Home Economics Association, the Utah Education Association, and the YMCA.

The Committee researched and published studies on child development facilities, counseling and education needs of women, extramural sports competition for girls, labor laws and employment opportunities affecting men, women and families. And, as the first of its kind, compiled a roster of women qualified in various fields as a resource of potential benefit to Utah.

Results of the Committee's state and national studies indicate that living patterns for a woman has changed markedly in the last decade, a sociological change unique in history:

- her life expectancy is 75
- the shortest portion of her life is the child nurturing years and
- she has the last child between the ages of 30-35;
- when the last child enters school she has 30-35 more years of active life

Thus the pattern is one of school, work, marriage, working again for a time, raising a family (while sometimes continuing work) and returning to the work force or an educational institution when the last child enters school.

But institutions and laws have been slow to reflect this sociological change. Women themselves feel threatened. Therefore, the thrust of the Committee's work has been (1) to build understanding of the changes affecting the lives of women, and (2) to urge that institutions and laws deal with these changes, their impact, and their implications. Consequently intense effort was put into the Equal Rights Amendment to strengthen this work.

The Equal Rights Amendment was defeated. But a new spirit of cooperation, understanding, and enthusiasm was generated among women across the state. The ad hoc Committee on the Equal Rights Amendment cut across lines of religion, race, age, politics, economics, geography, and philosophy to form a cohesive group working for the betterment of women--which really means the betterment of the family and of society as a whole. On this beginning can now be developed a structure and committee system of programs for non-partisan coordination of all efforts in behalf of women and families in Utah.

GOVERNOR'S COMMITTEE ON THE STATUS OF WOMEN

FIVE YEAR PROFILE

1968 - First Year: Explored a wide range of concerns. Sent letter to president of the Senate, H.J. Barlow, March 11, 1969, recommending the Legislative Council consider the following items for study:

- Fair Housing legislation
- Human Rights Commission
- Improved Court System
 1. Funding for Court Administrator
 2. Feasibility analysis of a unified court system
 3. Increased appropriations for more probation officers
- Updating and recodification of Labor Laws
 1. Extend coverage of Workman's Compensation
 2. Consider validity of minimum wage rates and coverage
 3. Consider validity and impact of maximum hours covering only women and minors

1969 - Second Year: Established three sub-committees
1970

- Wages and Labor Standards
- Child Development Centers
- Education and Counseling for Women

Meetings were held with Family Services and research begun on the need and purpose of Day Care. Two studies were produced with appropriate publicity and public information attempted. Study report available.

Presentation was made at the Industrial Commission Public Hearing identifying the need for higher minimum wage law and extending its coverage.

Exploratory meeting held at Utah State University on barriers to women's educational opportunities. Present were the Provost, the Dean of the College of Family Life, the Dean of Women, and the Director of the Conferences and Institutes Division. Summary available.

Presentation of information and statements was made at Vocational Education Regional Hearings. Report available.

A program on the Equal Rights Amendment was held at the University of Utah.

1970 - Third Year: Focused study on child development centers and
1971 working women.

Extensive research was conducted on the feasibility of the 4 C's programs, including consultation with the State Board of Education on early child development education. (Results are being released in 1972-73.)

Collated material on child care centers and education for children of migratory farm workers throughout the state. Information was published in the Deseret News.

Prepared and distributed a questionnaire on employment needs and awareness of laws affecting women.

1971 - Fourth Year: Worked more closely with education systems.
1972

Study and recommendations were made on the status of Extramural Competition in Girls' and Women's Sports in Utah. Study report available.

A second meeting was held with personnel from Utah State University on education and counseling. There emerged a conviction that a meeting was necessary with many institutions of higher learning.

Added a committee on female offenders.

Wasatch front universities, colleges, and technical colleges participated in a first meeting, "Consultation: Status of Education and Counseling for Women in Utah". Consultation report available.

Planning and research was begun on the significance of the Equal Rights Amendment.

1972 - Fifth year: Continued work with agencies and institutions of
1973 education.

Participated in planning and presentation of a Leadership School at Utah State University.

Participated in the first of three seminars on Women at Weber State College.

Co-sponsored a seminar on "Changing Labor Laws". Furnished personnel resources.

Co-sponsored, with OEO, a seminar "Understanding National and State Laws for Women". Furnished personnel services.

The single most time-consuming work (in terms of research, collating, writing, and refining of written materials, of media presentations and of cooperation with women's organizations) was expended on the Equal Rights Amendment. The Committee worked with approximately forty organizations over a period of six months.

Completed a Roster of Utah Women qualified in various fields.

This profile of the work of the Committee does not include all of the talks and presentations made at various Employment Security organization meetings, or conferences or speeches made in business, church, and community meetings. Nor does the profile include the vast amount of time involved in preparing the Committee for Statutory status and for thus working more effectively in the future.

The past five years of careful study, consultations, seminars, and work with state agencies has revealed a pervasive discrimination against women. It is sometimes manifested through subtle practices and policies which are tolerated and even accepted by society as a whole. Further discrimination is often blatant and obvious against the very women who have the least opportunity for redress--the women who have neither the time, energy, or resources for challenging discrimination.



CALVIN L. RAMPTON
Governor

STATE OF UTAH
OFFICE OF THE GOVERNOR
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GOVERNOR'S COMMITTEE ON THE STATUS OF WOMEN

Appendix I

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Chairman

Beth Gurrister, Chairman
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GOVERNOR'S COMMITTEE ON THE STATUS OF WOMEN FACT SHEET--UTAH STATISTICS

Employment

- 1 out of 3 women 15 years of age and up are in the labor force.
- 43% of the women 18-65 are in the labor force.
- 1/2 of the families with incomes \$7,000-15,000 have both partners working.
- 1970 total work force (excluding Agriculture and related jobs) was 158,000 which included 134,000 women. The proportion continues to rise.
- But--women are clustered in 5 occupational groups: clerical, services, professional and technical, sales (over the counter), operatives.
- Mothers make up the largest group on the welfare rolls. Of 49,706 clients, mothers with children, and the aged and the handicapped make up the majority.

Law

- In spite of the Federal EOA of 1964, the Utah EOA of 1965, and the Governor's Executive Order promulgating fair labor practices in government, the average median income for women is 55% of the median income for men in similar occupations.

Accounting clerks	Class A: Women: \$114 Men: 132
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Order Clerks	Women: \$ 83 Men 120
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- *- Non State equal-pay for equal-work law.
- State minimum wage law covers only women and minors, NOT men.
- The State Minimum is set differently for 3 different zones and covers only / industries: restaurants, dry cleaning, laundries, and public housekeeping.
- Women are prohibited from working in mines and smelters.
- Women are prohibited from lifting and carrying items weighing 30 pounds or over.
- *- Married women limited in serving as an executrix or administratrix.

Education

- Public schools--though the drop-out rate for boys is higher than that for girls, the unemployment rate for girls is higher. Boys have practical, though short-sighted reasons for dropping out, but the girls' reasons are emotional, rarely oriented beyond marriage or pregnancy.

- Higher education--a survey at the University of Utah in 1970 indicated that 50% of the freshman girls did not return the following year. Less than 1/3 expected not to return. Few women head departments. Few hold full professorships.

*The 1973 Legislature has corrected these inequities.

GOVERNOR'S COMMITTEE ON THE STATUS OF WOMEN

STATEMENT OF POSITIONS

The Governor's Committee on the Status of Women believes that all discriminatory acts against women should be eliminated. And to that purpose the following positions have been proposed for action or further study as a result of previous research.

GOVERNMENT

Equal Rights for Men and Women: Promote and support ratification of the Equal Rights Amendment, "Equality of rights under the law shall not be denied or abridged by the United States or by any State on account of sex. Section 1.", by the Utah Legislature.

Unified Judicial System: Support a unified judicial system in Utah which can maintain the effective aspects of the Juvenile and Family Courts but also provide increased opportunities for needed improvements in these and other courts.

Competency of Women: Support repeal of Section 75-3-17, U.C.A., 1953, relating to Competency of women to act as executrix, and Section 75-4-5, U.C.A., 1953, relating to Competency of married women.

Qualified Women: Support utilization of qualified women on policy making boards and committees.

EMPLOYMENT

Employment Specialist for Women: Recommend the establishment of the position of Specialist for Women by the Utah State Department of Employment Security to review and process problems of concern to women. Such concern would involve the placement, training, referral to the Anti-discrimination Division, counseling, etc.

Strong Anti-discrimination Division: Support strengthening the Anti-discrimination Division by increasing its authority through cease and desist powers, expanding Division personnel, and appointing a concerned, aggressive staff.

State Minimum Wage Law: Recommend a State Minimum Wage Law comparable to the Federal Fair Labor Standards Act covering all employees.

Oppose geographic wage differentials provided by the existing State Minimum Wage Law.

Fair Employment Practices: Support and promote understanding and implementation of Revised Order #4 of the Affirmative Action Programs, Executive Order 11246, State Anti-discrimination Act, Federal Civil Rights Act, Title VII, 1964, and the Governor's Executive Order, Code of Fair Practices.

Maternity Leave: Support paid maternity leave for pregnant working women.

EDUCATION

Family Life Education: Recommend that sex and family life education be taught in the public schools.

Teenage Marriage and Pregnancy: Favor maximum effort by school social service agencies and community resources to help teen-agers to finish high school when marriage and/or pregnancy occurs, and the removal of punitive stigmatization of the unmarried pregnant school girl.

Drop-Out Prevention: Encourage schools to develop career courses for students of all levels of ability with a view to keeping the potential drop-out in school.

Sex Role Stereotyping: Recommend that systems of elementary, secondary and higher education develop programs which combat the sex role stereotyping and counteract traditional separations of training for girls and boys.

Motivation and Achievement: Encourage higher achievement motivation in girls in their academic and career pursuits.

Career Counseling: Recommend guidance counseling for non-traditional career choices that more realistically meet the needs of the discontinuity and changing patterns of women's lives.

Athletics: Support extramural competition for women.

FAMILY

Day Care: Promote quality day care and the 4-C (Community Coordinated Child Care) Program.

Family Planning: Support the availability to all of information and education in the field of family planning. Women particularly should have the inalienable right of access to family planning information.

Support opportunities for improvement of the family planning information and programs for the disadvantaged.

Marriage Counseling: Encourage further study of family court counseling services.

Oppose ill conceived, class oriented legislation relevant to family counseling which infringes upon individual rights. (Family Court--see Unified Judicial System.)

Therapeutic Abortion: Support legalization of therapeutic abortion.

Low Cost Housing: Support availability of low cost and fair housing for women who are heads of households.

Credit Restriction: Promote the removal of credit restrictions for single and divorced women.

GOVERNOR'S COMMITTEE ON THE STATUS OF WOMEN

SUMMARY OF RECOMMENDATIONS AND CONCLUSIONS

It was suggested that changing student self-concepts might be effected through re-education of parents, policy development of Boards of Education, and altering practices of faculty in the public school system.

Training institutions do have an obligation to change attitudes of employers towards hiring women, and by implication all institutions have a responsibility in changing attitudes toward women.

A specialist dealing with women's problems relevant to employment should be placed in the Employment Security Office.

Women will need special concern until systems of higher education are not totally oriented to the male student.

Seminars, research and compilation of data, and questionnaires are valid endeavors for ascertaining the needs upon which programs and curriculum can be developed to serve the needs of women.

Higher education is losing a valuable resource in women through the policy of avoiding nepotism. Study is needed in this area.

Presidents of our Universities should be encouraged to authorize the establishment of Committees on the Status of Women on their campuses, utilizing the office of the Dean of Students to implement the Committee.

It is essential that counselors in public schools be spared irrelevant administrative details thus allowing them to do the job for which they have been trained--personal and career counseling.

The outreach of the university and college services should be extended into and centered in the community. An example of a desirable practice for all institutions of higher learning was that of having various agencies--Family Services, Employment Security, Public Health, etc.--meet together at a central location accessible to the whole community. Many people are hesitant to come onto college campuses.

Minority groups would be better served if our counseling services recognized that individual concerns come first, and group concerns, second. Group priorities are not necessarily the same for individuals nor identical for different minority groups.

Sack-lunch seminars, sponsored by the University of Utah's Women's Resource Center and successful on that campus, should also be held at other educational institutions and at locations off campus.